



Edmonds School Improvement Plan (SIP) (Grades PreK, K-6, K-8, 7-8, and 9-12) Three-Year Plan

Purpose

The Edmonds School Improvement Plan (SIP) tells how our school will achieve *engagement, equity, and excellence* for our students. The plan states goals and why these goals were chosen. Our plan also outlines what staff will do to ensure students' experience belonging and are able to engage in their best learning. Our three-year School Improvement Plan also includes ongoing student and family engagement, and opportunities to reflect and revise to ensure we are making progress toward our goals.

Current School Year	2022-2023
Our School Name	Cedar Valley Elementary

Section 1. Our school

A description of our school including but is not limited to student demographics, school staff characteristics, strengths and successes, new opportunities/instructional programs/supports for students, families, and staff.

Cedar Valley Elementary is a large and socially, linguistically and culturally diverse community of learners. Our teachers and staff are committed to providing rich learning opportunities for all students. We value our partnerships with students and families, we're committed to working towards educational equity, and we pride ourselves on our strong community atmosphere and believe our diversity is our greatest strength.

Section 2. Vision and Mission

Our Equity, Engagement, and Excellence (E3 Vision)	Equity, engagement, and excellence for each and every student.
Our Mission	Our mission is to advocate for each and every student by providing learning environments that embrace their cultural and linguistic diversity as an asset that will prepare them for success as lifelong learners and responsible world citizens.

Data and Stakeholder Engagement Summary

E3 Category	Data that we used to tell our story (e.g., assessments, surveys, focus groups, and other data)?
Equity (such as student demographics)	<ul style="list-style-type: none"> • <i>All state assessment and district data for students overall and disaggregated by race, ethnicity, ELL/multilingual learners, migrant, homeless, economically disadvantaged, and students with disabilities.</i> • <i>District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility, and homeless student groups</i> • <i>Staff diversity</i> • <i>Staff professional development topics, and staff who attended</i>
Engagement (such as school culture and climate)	<ul style="list-style-type: none"> • <i>Skyward: Student attendance (percent regular attenders),</i> • <i>Exclusionary discipline (in-school, out-of-school, expulsion, removal to alternative setting due to discipline/behavior by reason, length or suspension/expulsion (or office discipline referral?))</i> • <i>Panorama student survey data and TPS (Teacher Perception Surveys)</i>
Instructional Excellence (and student learning)	<ul style="list-style-type: none"> • <i>Skyward: Enrollment in advanced courses and specialized programs; grade level on-track indicators</i> • <i>Homeroom: Grades K-12 I-Ready, Grades 1-8 Running records; Grade K-12 Acadience (Dyslexia Screener)</i> • <i>OSPI state assessments: Grade K: WaKIDS; grades 3-8 and 10: SBA or WA-AIM math and reading; grades 4-8: percentage of students who achieved high learning growth; WIDA (ELPA21)</i> • <i>OSPI high school graduation rates, drop-out rates</i> • <i>Classroom walkthrough tool focused on high-leverage Tier 1 core instruction strategies — conferring, small group learning, consistent use of a guaranteed viable curriculum.</i>

Reflection questions

Based on the data summary above, what strengths and specific needs were identified to inform the SIP for all students and for specific student groups? How were disparities in student outcomes examined and brought forward in planning?

The strengths identified include enthusiasm on the part of both staff and students for the return to school. In addition, intermediate students had more solid reading comprehension skills than primary students while primary students had stronger math skills than intermediate students.

Overall, many students are behind academically following nearly a year and a half of remote or hybrid instruction so our team felt that focusing on learning strategies for all students would be best at this time.

How were stakeholders engaged (e.g., families, students, educators) in an ongoing way, to help create, support and monitor our SIP?

Our instructional leadership team has reviewed this school improvement plan and we will engage in ongoing partnerships with families and staff. Our focus is to include and increase our student and families voices in making any course corrections and community decisions. This goal will be achieved through family focus nights seeking their input/perspective, student outreach for grade level input in communal practices, and ongoing family surveys to capture their current school experience.

Based on the above data sources, what potential causal factors i.e., what is happening or not happening in our school that is causing the current results?

We believe all students at Cedar Valley could achieve grade level benchmarks in core content areas but due to learning loss during the pandemic, family challenges, and a lack of consistent resources many students are struggling in reading and math. We also believe that high quality culturally responsive teaching and connected learning experiences that are aligned through language and context, and lived experiences will support students in achieving grade levels standards.

What goals will our school focus on this school year and why?

Our goal is to ensure rigor and high engagement of students in core content areas as well as culturally responsive social-emotional learning through a focus on student centered approach to meet all students' needs. We believe at Cedar Valley that our kids and staff are not broken, systems are. To ensure supportive systems for students, we will focus on using research supported best practices for both social-emotional and academic learning gains.

Section 3. School Improvement Plan (SIP)

This section describes what our staff will do, what students will achieve, and how we will measure progress. Engagement and instructional excellence goals should incorporate equity, inclusion, and access for all students and student groups.

- *K-8 schools have a literacy goal, a math goal, and an engagement goal.*
- *High schools have an on-time graduation rate goal, an on-track for graduation goal, and an engagement goal.*

SIP Goal 1: Between Fall of 2022 and Spring of 2024, the percentage of students at grade level proficiency in literacy will increase 3% each year from 54%, as measured by i-Ready, Running records, and aligned classroom-based assessments.

Theory of action If we administer a guaranteed and viable reading curriculum to our students, then students will achieve at grade level reading standards through aligned and differentiated reading instruction.

How will we get the work done?

Strategy 1: Deliver guaranteed and viable reading intervention and core curriculum to students in grades K-6 for the purpose of aligning and progress monitoring student reading data as a grade level team/school.

Principal and all staff.

Strategy 2: Deliver guaranteed and viable reading intervention and core curriculum to students in grades K-6 that shows connections with school learning and how it is aligned with students' real life experiences

Principal and all staff.

How will we know that the strategy is working?

Strategy 1: Improvement in i-Ready and books levels measured by TC running records would be evident. Differentiated reading instruction that is progress monitored and informed by student data would also be visible. For example, robust small group teaching and learning.

What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?

<p><i>Mid-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> • K-3 grade staff have all components of the core and intervention reading curriculum • By mid November staff will complete a needs assessment of current use, practice, and knowledge of curriculum. • Continued i-Ready training and MyPath instruction. • 95% Intervention training in grades 3- 4 • Dyslexia screener training for all Title/Lap staff • Building leadership learning in LETRS literacy skills • Staff collaboration regarding a balanced literacy framework and learning during building time. • Grade band learning regarding 95% intervention implementation with collaboration with 95% facilitator • K-6 exploration of language learning targets within core content 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>i-Ready Diagnostic PASI/PSI progress monitoring (3-6 weeks) Running Records WaKids (Fall Data) Classroom-based assessments - My Path instruction, Benchmark formative assessments, IAB's</p>
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> • Share community learning regarding a balanced literacy framework and Readers Workshop Model during through a teacher observation model • Create and facilitate a literacy needs assessment with the instructional leadership team to be provided to teachers. • Grade band implementation of 95% intervention curriculum within whole group instruction PASI/PSI progress monitoring data • K-6 implementation of language learning targets with core content oral practices • Learning walks in various classrooms while using components of Readers Workshop look-for tools. • Review reading data K-6 with (tri) annual MTSS meetings. 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>i-Ready SBA for 3rd grade PASI/PSI Classroom-based assessments Running Records Needs assessment results</p>

SIP Goal 2: Between Fall of 2022 and Spring of 2024, the percentage of students at grade level proficiency in Mathematics will increase 4% each year, from 16%, as measured by the i-Ready Math assessment and smarter balanced assessments.

Theory of action: *If we provide differentiated small group math teaching that identifies gaps students' understanding of various common core standards, then students will be able to achieve grade level math benchmarks.*

How will we get the work done?

Strategy 1: Small group math teaching during core instruction to provide differentiation for students.

Principal and classroom teachers

How will we know that the strategy is working?

Strategy 1: Increase in student math achievement through i-Ready, SBA, and classroom-based assessments. Differentiated small groups during core math instruction would be evident.

What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?

Mid-year Reflect and Revise plan

What does this look like in action?

Needs assessment regarding small group instruction within grades 4-6: Who is doing them? Why or why not?

- Professional Development (PD) regarding CCSS math standards and Math Expressions curriculum
- I-Ready PD
- MyPath instruction and implementation
- Principal receives PD regarding a balanced math framework.
- Continue PD (district provided) for staff

Staff collaboration regarding a balanced math framework and Math Expressions.

- Review needs assessment with the instructional leadership team then teachers.
- Learning walks in various classrooms to see evidence of small group math teaching, math talk moves, and student engagement with learning.

What evidence or data will we review? (e.g., implementation and/or outcome data)

i-Ready
SBA
Classroom-based assessments
Learning Walk
Observational Tool
My Path instruction, MathExpressions
formative assessments, IAB's

<i>End-of-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> • Learning walks conducted to collect evidence of differentiated math instruction aligned to CCSS. • Plan for course corrections and next steps. • Review math data K-6. 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>I-Ready SBA Classroom-based assessments Learning walk data</p>
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SIP Goal 3: Between Fall of 2022 and Spring of 2024, students in grades 3-6 will feel a greater sense of belonging/supportive relationships at school, increasing 3% each year from 62% to 68%, as measured by the Panorama General Wellness Survey and teacher perception surveys.

Theory of action: *If we provide social emotional learning by using Responsive Classroom and culturally responsive strategies, then students will feel a sense of belonging to Cedar Valley Elementary School.*

How will we get the work done?

Strategy 1: Social emotional learning in all classrooms as reflected in Responsive Classroom strategies.	Principal and all staff
Strategy 2: Deliver Second Step SEL core curriculum to students in grades K-6.	Principal and all staff

How will we know that the strategy is working?

Strategy 1: Increased sense of belonging as measured by Panorama data and site-based surveys. Decreased instructional minutes lost due to behavioral breaks or discipline issues.

What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?

<p><i>Mid-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Needs assessment regarding use of Responsive Classroom and culturally responsive teaching strategies. Who has been trained? Who still needs training? ● PD for staff in implementing Responsive Classroom strategies and asset based instruction ● Review and choose or create SEL survey for primary students ● Continue Culturally responsive and SIOP PD for staff ● Review needs assessment with the instructional leadership team then teachers. ● Learning walks in various classrooms for evidence of Responsive Classroom and culturally responsive teaching strategies. 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Panorama Site-based Surveys Learning walk data</p>
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Learning walks for evidence of Responsive Classroom and culturally responsive teaching strategies. ● Plan for course corrections and next steps. ● Review Panorama and teacher perception surveys K-6. 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Panorama Site-based Surveys Learning walk data</p>

Section 4. Who helped/will help co-design our School Improvement Plan?

Name:	Role:
Leah Bracken	Principal
Jennifer Fought	5th Grade Teacher
Johnny Nguyen	3rd Grade Teacher
Araceli Espinosa, Cori Zimny, Mauve Holt	2nd Grade Team
Marcia Bickford	1st Grade Teacher
Jeffrey Cope	Kindergarten Teacher
Kim Copeland	Literacy Specialist
K'Leia Wilson	Counselor/Psych
Abbey Alessi, Jesika Cochenaur	Multi-lingual Team
5th/6th grade focus groups	Student representatives

Links to supporting documents

- [2021-26 Edmonds Strategic plan](#)
- [2022-23 Reflect and Revise Summary](#)